

## Hawkesley - SEND Offer Mathematics

Teachers use appropriate assessment to set targets which are deliberately ambitious for pupils identified as having a SEND and ensure needs are met as identified through the SEND pupils' needs base plans. Lessons are planned to address potential areas of difficulty and to attempt to remove barriers to pupil achievement. For the majority of children, such planning means that our pupils with SEND and disabilities are able to study the full National Curriculum. Teaching and targeted support is weighted towards the 'ready to progress' statements and fundamental knowledge stated through adaptive teaching.

### Cognition & Learning

- Pupils encouraged to explain what they have to do to check understanding.
- Links to prior learning explicitly made.
- Number lines accessible
- Use of diagrams and pictures to add meanings.
- Small whiteboard and pens available for notes, to record ideas etc...
- Additional time to complete tasks if necessary.

### Sensory & Physical Needs

- Ensure that left and right-handed pupils are not sitting next to each other with writing hands adjacent.
- Seating should allow pupil to rest both feet flat on the floor – check chair heights.
- Sloping desk provided if needed.
- Encourage oral presentations as an alternative to some written work.
- Allow additional time to complete tasks.
- Allow more thinking and talking time.
- Model and teach careful listening along with signals when careful listening is required.

### Communication & Interaction

- Shared understanding and expectations of good listening displayed, taught, modelled and regularly reinforced.
- Pupils aware of pre-arranged cues for active listening (symbol, gesture, action)
- Delivery of information slowed down with time given to allow processing.
- Pupils are encouraged and shown how to seek clarification
- Adults support used effectively to explain and support pupils to ask and answer questions

### Social, Emotional and Mental Health Difficulties

- Take time to find pupil's strengths and praise these – ensure that the pupil has opportunities to demonstrate their skills to maintain self-confidence.
- Provide lots of opportunities for kinaesthetic learning (practical activities, experimental learning, multi-sensory resources)
- Give breaks between tasks and give legitimate 'moving around' activities.
- Have a range of simple, accessible activities that pupils enjoy to use as 'calming' exercises.
- Use of a calm space to complete work elsewhere.